



Course Syllabus: Human Diversity

COUN 2143 Section x 201

Spring 2022

Contact Information

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Catalog Description

A study of individual, family, and cultural community diversity.

Textbook & Instructional Materials

TITLE: Diversity Consciousness: Opening our Minds to People, Cultures, and Opportunities (4th Edition).

Author: Richard D. Bucher

ISBN: 978-0-321-91906-9

Publisher: Pearson

Core Content

1. Explain concepts such as diversity, stereotype, lifestyles, class, racism, sexism, sensitivity, tolerance, etc.
2. Critically examine minority group contributions to American society.
3. Demonstrate an awareness of the cultural experience of ethnic/diverse groups other than his/her own.
4. Understand what is involved in developing wholesome self-identities.
5. Evidence awareness and justification of the need and value of multiculturalism.
6. Distinguish similarities and differences among majority and minority cultures.
7. Recognize communication patterns in self and others that enhance or inhibit the communication process.
8. Synthesize the communication patterns of diverse populations and how they relate to interpersonal relations.
9. Summarize scholarly resources related to diversity.

Core Skills

1. To learn to respond appropriately to diverse needs
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
2. To learn to apply concern for diversity in professional and social environments
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
3. To communicate and work effectively with diverse groups
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
4. To develop a vision of society that promotes the success of all members, based on relevant knowledge and theories
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
5. To demonstrate the ability to combine impartiality, sensitivity to diversity, and ethical consideration in interactions with others
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
6. To develop multicultural awareness, gender sensitivity, and ethnic appreciation in the community
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
7. To develop responsiveness to diverse sociological, linguistic, cultural, and other factors
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning
8. To serve as an advocate
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, debate
9. To demonstrate the ability to analyze the complex causes of poverty and other disadvantages and their effects
Learning Activities: class discussion, lecture, guided reading, guest speakers, case study, peer practice, experiential learning, and debate.

Campus Carry Rules and Policies

Senate Bill 11 passed by the 84th Texas Legislature allows licensed handgun holders to carry concealed handguns on campus, effective August 1, 2016. Areas excluded from concealed carry are appropriately marked, in accordance with state law. For more information regarding campus carry, please refer to the University's webpage at [Campus Carry Rules and Policies](#)

Academic Honesty

Honesty is a fundamental precept in all academic activities, and those privileged to be members of a university community have a special obligation to observe the highest standards of honesty and a right to expect the same standards of all others. Academic misconduct in any form is inimical to the purposes and functions of the university and therefore is unacceptable and rigorously proscribed. Academic dishonesty may result in a failing grade for the semester and will be reported to the appropriate authorities within the College. This policy applies to the issue of plagiarism, in particular. It is critical that you cite your sources and give people the credit they deserve.

Plagiarism Statement

Plagiarism is academic dishonesty. Plagiarism will be considered grounds for failing this course. You are required to use the APA citation properly and you are not allowed to directly quote the textbook or any other books without proper citation.

Note: By enrolling in this course, the student expressly grants MSU a "limited right" in all intellectual property created by the student for the purpose of this course. The "limited right" shall include but shall not be limited to the right to reproduce the student's work product in order to verify originality and authenticity and for educational purposes (Student Handbook)

Attendance Policy

This course has a strict attendance policy. Professional teachers are dependable, reliable, and responsible. Therefore, you are expected to be on time and in attendance at every class. Tardiness, leaving early, and absences are considered evidence of lack of dependability and are taken seriously.

If you are absent, your grade will be reduced.

- (1) 1st Absence – No penalty. (Please use the first absence wisely such as family events, conferences, or other social activities)
2nd Absence – 50 points deducted from your final grade average
3rd Absence – 80 points deducted from your final grade average
More than 3 absences – additional 100 points deducted from your final grade average for each absence beyond the first 3.
If you have an unexpected medical treatment, car accident or a family emergency, etc. You must turn in a doctor's note and/or official documents at the time you return to class. It is your responsibility to provide the written documentation to the instructor to avoid the loss of points.
- (2) Punctuality is also expected for all classes. When you arrive 10 minutes after class has started you are considered a tardy. Three tardies will result in a loss of 50 points from your final point total. Five tardies will

lose 100 points in your final point total. When you arrive 20 minutes after class has started or leave before it ends you will be counted absent for that class period.

- (3) Disability Access: In accordance with the law, MSU provides academic accommodation for students with documented disabilities. Students with documented disabilities who believe they may need accommodation in this class are encouraged to notify the instructor and to contact the MSU Disability Support Services, Clark Student Center, Room 168, phone: 940 – 397 – 4140.
- (4) Do not use your laptop to do any assignments in the class. You are supposed to do your assignments after the class. It may result in your being issued a fitness alert if the instructor finds that you are doing homework and/or if you are on a social network website (e.g., Facebook, Twitter, etc). Meantime, you will lose 300 points.
- (5) Make your cell phone vibrate during class time. Texting is very distracting in the class. Be considerate of others and do not take calls or text messages during class because it interrupts the learning process of other students. Do not do it!! Please use your cell phones on break and not during class.
- (6) Special notes: some in-class projects may be required, but not listed specifically in the syllabus. You will be informed in class and/or-via email of any changes to the calendar.
- (7) All rubrics are listed on D2L

Late Assignment Policy

No late work is acceptable. 50 points per day will be deducted for late assignments. Arrangements for exceptional cases must be made AT LEAST two days prior to the due date, but only one time per semester. Turn in your assignments to D2L on the due day which is listed on the course calendar.

Inclement Weather Policy

In case of inclement weather, the instructor will post an announcement regarding the status of the class through email. Students are also encouraged to call the department if they have no immediate access to the Internet.

Accommodation Policy

Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact the professor as soon as possible so we can discuss accommodation necessary to ensure your full participation in the course and to facilitate educational opportunities

Core Assessment

Core Assessment will be conducted in a research portfolio that requires students to be engaged in the research process, rather than to simply read about it. The student will have an analytical, hands-on, active-learning grasp of various aspects, related to the research process. Students will also engage in undergraduate-level research projects as part of their portfolio. The following are some of the assignments and research projects that will be included in the research portfolio. The research portfolio will be graded using elements of the AACU Ethical Reasoning, Critical Thinking, Intercultural Knowledge and Competence, Written Communication, Civic Engagement, and Oral Communications rubrics.

Creating a Cultural Autobiography (Presentation)

Explore and interrogate researcher positioning (adapted from materials by Marybeth Peebles, Marietta College):

To better understand researcher positioning, you will create a Cultural Autobiography that explores the sociocultural factors that inform your own positioning.

There are many facets that contribute to our identity. All of us belong to many cultural groups and subgroups, and our identity is based on 1) the relation between us and the dominant group/subgroup, and 2) on the interaction among groups/subgroups.

In your cultural autobiography, you must address many aspects of your identity. It is not enough merely to state, for example, that you are a White, Irish American, English-speaking male, etc., or a second-generation Chinese American, multilingual female who was raised in a middle class family, etc. You must take each cultural group/subgroup one at a time and explain how your membership in a particular subgroup has helped to create the kind of person you are and is likely to influence the ways in which you perceive the world and those around you. Begin with the cultural group/subgroup that currently has the most impact on your identity and work down to the least influential group/subgroup. This should take some careful thinking.

If you are part of any dominant subgroups, you must address the concept of privilege, particularly White, (upper) middle class, and language privilege.

The cultural autobiography should be an honest expression of who you perceive yourself to be along a cultural continuum. Think carefully about each category and provide enough details to create a vivid portrait of your unique cultural identity. The cultural groups/subgroups below should be used to help you work through your cultural positioning.

Cultural Group/Subgroup

* = immutable

** = the dominant subcultures

A. Class (socioeconomic status)

Underclass – below poverty level, homeless

Working class - lower middle class, blue collar

Middle class – white collar and low-level managerial/administrative **

Upper middle class – professionals, high-level managerial/administrative

Upper class – professionals, top-level managerial/administrative, inherited wealth and social status

B. Race *

Caucasian (Whites) **

African American (Blacks)

American Indian, Eskimo

Asian/Pacific Islander

Hispanic

Other

C. Ethnicity *

Western European **

Central/Eastern European

Asian

African

Latino

Other

D. Gender/sexual orientation *

Male **

Female

Heterosexual **

Homosexual

Bisexual

Transgender

E. Language

Monolingual (English only) **

Bilingual (English as primary language)

ESL (English as a second language)

Multilingual (fluent in more than two languages)

F. Religion

Christianity – Protestantism **

Christianity – Catholicism

Christianity – Other (e.g. Mormon, Jehovah’s Witness, Christian Scientist)

Eastern Orthodox

Judaism

Islam

Buddhism

Hindu

Other

G. Exceptionality *

Non-disabled **

Physically disabled

Mentally challenged

Learning disabled

Gifted/talented

H. Age *

Infancy

Youth

Adolescence

Young adulthood **

Middle age

Aged (elderly)

I. Geography*

Regional (e.g. Midwest, New England, Southwest, etc.)

Location (e.g. urban, suburban, rural)

Environmental (e.g. mountains, desert, coastal)

You may need to read a written example on the D2L to get information to present in your cultural autobiography. You need to submit your power point presentation to the Dropbox.

Argument Analysis

You need to select two articles that are related to human diversity (e.g., poverty, SES, language, race, etc). Use contradictory, but widely utilized materials, to enhance Scientific Literacy (adapted from materials by Amy Cass, CA State Univ.). Writing instruction as following

1. Select two articles that are related to Human diversity (e.g., gender difference in sport or reading interest, poverty, SES, language, race,

political views, etc.). You can select any topic that you are interested in. The two articles must be on the same topic, but written by different authors.

2. You can go to the MSU library website to search for articles. The two articles must be peer-reviewed and published from 2010 to 2021.
3. You need to briefly summarize each article (e.g., the purpose of the study, findings, any participants in that article, etc.)
4. Then you need to compare the two articles.
5. The more detailed writing instruction will be provided in class.

Field Notes

Collect qualitative data in the form of ethnographic field notes (see Emerson, Fretz, & Shaw, 1995, Chapter Two – In the Field: Participating, Observing, and Jotting Notes):

This is your opportunity to add to the body of knowledge concerning diverse groups of people. You can partner with existing community organizations/campus/classroom settings that you have selected specifically for their potential to increase your multicultural competency. You will turn in to me a brief but thorough field proposal, found in the course material, and I will approve your plan before you get started.

While working with these community organizations/campus/classroom settings, you will record ethnographic field notes that focus on your research topic, and your personal reactions and experiences. For this assignment you must take a field note one time per week during each of the weeks for a total of eight meetings.

Synthesis Paper

You need to take the data that you gathered from your field notes experience, along with your cultural autobiography and argument analysis paper, and synthesize your findings in a 4-5 page APA style paper. First, you need to select one of the following topics that is more relevant to your data (1) Why is human diversity important? (2) What does diversity mean to you? (3) What can diversity teach us? (4) How does diversity enrich your life? (5) How has the Human diversity course changed your perspective of diversity? Second, use all the data to respond to one of the topics you select. Third, in your paper, you will take a position on your research topic, acknowledging the impact of your own positioning on your perception, and defend your position with the ethnographic data you collected during your field notes.

Grades

It is very important that you complete all assignments in a timely manner. If you have any unfinished assignment, you will receive "incomplete" on your final grades till you completely finish all course required assignments. Meanwhile you will lose 100 points for your final grade. Grades are determined by weighing the course requirements in the following manner.

Table 1 Points for each assignment

Assignment	Points
Creating a Cultural Autobiography	150
Argument Analysis	250
Partnering with Community Organizations (Field Notes)	250
Synthesis Paper	250
Participation	100
Total	1000

Table 2 Total points for final grade

Grade	Points
A	900 to 1000
B	800 to 899
C	700 to 799
D	600 to 699
F	Less than 600

Grading Scale:

A= 1000- 900 Work that is outstanding and exemplary

B= 899-800 Work that is above the minimum requirements

C= 799-700 Work that meets expected level of performance for most students

D= 699-600 Work that falls short of minimum criteria

F= 599 below Work that falls well below the expected level of performance for most students.

Course Calendar

Week	Activities/Assignments	Due Date
Week 1 1/11 (T)	1. Overview of the course syllabus and get to know each other	NA
Week 1 1/13 (R)	2. Game Activities/Discussion Activities	NA
Week 2 1/18 (T)	3. Diversity: An Overview	NA
Week 2 1/20 (R)	4. Diversity: An Overview	NA
Week 3 1/25 (T)	5. Diversity Consciousness and Consciousness and Success; Field Proposal Instruction	NA
Week 3 1/27 (R)	6. Diversity Consciousness and Success Submit your field proposal to the Dropbox	NA 1/30 at 11:59pm
Week 4 2/1 (T)	7. Personal and Social Barriers to Success;	NA
Week 4 2/3 (R)	8. Personal and Social Barriers to Success Submit your field note 1 to the Dropbox	NA 2/6 at 11:59pm
Week 5 2/8 (T)	9. Developing Diversity Consciousness;	NA
Week 5 2/10 (R)	10. Developing Diversity Consciousness; Submit your field note 2 to the Dropbox	NA 2/13 at 11:59pm
Week 6 2/15 (T)	11. Movie: Crazy Rich Asians;	NA
Week 6 2/17 (R)	12. Movie: Crazy Rich Asians Submit your field note 3 to the Dropbox	NA 2/20 at 11:59pm

Week	Activities/Assignments	Due Date
Week 7 2/22 (T)	13. Show and Tell;	Bringing an item that presents your family stories, cultural heritage etc.
Week 7 2/24 (R)	14. Communicating in a Diverse World; Submit your field note 4 to the Dropbox	2/27 at 11:59pm
Week 8 3/1 (T)	15. Communicating in a Diverse World;	NA
Week 8 3/3 (R)	16. Social Networking; Submit your field note 5 to the Dropbox	3/6 at 11:59pm
Week 9 3/8 (T)	17. Social Networking;	NA
Week 9 3/10 (R)	18. Guest Speaker Submit your field note 6 to the Dropbox	3/13 at 11:59pm
Week 10 3/15 (T)	19. Spring Break	No Class
Week 10 3/17 (R)	20. Spring Break	No Class
Week 11 3/22 (T)	21. Cultural Autobiography Presentation(Group 1)-In Class;	NA
Week 11 3/24 (R)	22. Cultural Autobiography Presentation (Group 2)-In Class; Submit your field note 7 to the Dropbox	3/27 at 11:59pm
Week 12 3/29 (T)	23. Cultural Autobiography Presentation (Group 3);	NA
Week 12 3/31 (R)	24. Teamwork; Argument paper instruction; Submit your field note 8 to the Dropbox	4/3 at 11:59pm

Week	Activities/Assignments	Due Date
Week 13 4/5 (T)	25. Teamwork; Argument paper instruction	NA
Week 13 4/7 (R)	26. Leadership	NA
Week 14 4/12 (T)	27. Leadership; Synthesis paper instruction	NA
Week 14 4/14 (R)	28. Easter Holiday	No Class
Week 15 4/19 (T)	29. Preparing for the Future; Submit your argument paper	4/24 at 11:59pm
Week 15 4/21 (R)	30. The instructor will attend the American Education Research Association(AERA) conference in San Diego.	No Class
Week 16 4/26 (T)	31. Preparing for the Future	NA
Week 16 4/28 (R)	32. Work on your synthesis paper; Submit Synthesis Paper to TK-20	No Class 5/4 at 11:59pm